



**Higher Education Programs
Master's Student Handbook
2009-2010**

Table of Contents

Mission	3
Important Information	4
Master's Degree Program Overview	5
Academic Framework	6
Program of Study	8
Certificate of Advanced Study	10
General Resources	11
Program Expectations	12
Independent Study Guidelines	14
Internship Guidelines	16
Sample Forms	20
Good Scholarly Writing	26
Frequently Asked Questions	27

Mission

The Higher Education (HED) graduate programs include the doctoral degree in Higher Education, which prepares mid-career professionals for programmatic and institutional leadership roles and the masters in Student Development in Higher Education preparing entry level professionals for work in student affairs in postsecondary institutions. While these programs have distinct goals as described below, they share in the mission to educate competent and visionary professionals and leaders working to support the academic missions of increasingly diverse, complex, and technologically intensive postsecondary institutions in Maine and beyond.

The HED graduate programs also share in the commitment to (1) developing both individual and professional skills and vision; (2) enhancing institutional capacities through more skilled leadership at all levels; (3) developing collaborative networks of professional resources and support through colleagues, faculty, and resource people with whom students have contact; and (4) providing a forum for analysis of regional and national problems in higher education and for advancing solutions to those problems.



Important Information

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**Master's Degree Program
in Student Development in Higher Education**

Master's Degree Program in Student Development in Higher Education

Program Overview

The Master's Degree in Student Development in Higher Education (M.Ed.) prepares entry level professionals for positions in student affairs in postsecondary education in increasingly diverse and technologically advanced institutions.

Academic coursework provides solid theoretical and practical grounding for understanding the student services profession in the context of colleges and universities as complex organizations including: student development, socio-cultural identity differences/diversity, ethical professional practice, research, and technological competence. The practical implications of coursework are explored through class discussions of application, internship experiences, and graduate assistantships in a variety of campus offices.

To meet this mission, graduate students in the master's program will demonstrate:

- Analytic thinking
- Problem-solving skills
- Ethics-based decision making
- Understanding of the dynamics of socio-cultural identity differences
- Ability to understand and evaluate research in the field
- Historical perspective
- Understanding of colleges and universities as complex organizations
- An understanding of professional responsibilities, networks/communities, and ethics in their chosen fields
- Effective, persuasive, and inclusive written and oral communication skills
- Understanding the social context and complexities of higher education
- Comprehension of the impact of social, economic, political, and legal trends
- Computer literacy and technological innovation
- Flexibility and confidence to provide leadership in times of change

Academic Framework

The 39-credit hour graduate program contains three major components:

- 1) Student Development in Higher Education core (21 credit hours)
- 2) Research core (6 credit hours)
- 3) Concentration (12 credit hours)

Students select and develop an individual area of emphasis to prepare for leadership roles in different higher education settings. Structured options for concentrations are available in:

- Educational Leadership
- Counseling
- Women's Studies

- Disability Studies
- Individualized areas (designed collectively by the student and the advisor based on university resources and student interests). Examples include: international student services, transitions to college, outdoor education, multicultural student services, etc.

Master of Education (non-thesis) Sample Program of Study with Dates

<u>Student Development Core (21 hours required)</u>		Credits	Date Completed
HED 561	Developmental Theory in Higher Education	3	<u>First Fall</u>
HED 620	Seminar in Higher Education	3	<u>First Fall</u>
HED 562	Impact of College on Students	3	<u>First Spring</u>
HED 690	Higher Education Internship	3/3	<u>After First Semester</u>
HED 630	Higher Education and the Law	3	<u>Second Fall</u>
HED 610	Capstone Seminar in Student Affairs	3	<u>Last Spring</u>
Elective	Student's choice in Higher Education	3	_____

Assessment/Research Core (6 hours required)

EDS 510	Introduction to Educational Research	3	<u>First Fall (ideally)</u>
EDS 521	Statistical Methods in Education	3	_____

OPTIONS FOR INDIVIDUAL CONCENTRATIONS:

Note: Concentration courses are not restricted to those listed, they may also include others in the given area with approval of advisor.

Educational Leadership (12 hours)

EAD 550	Theories of Administration	3	_____
EAD 651	Organizational Behavior in Education	3	_____
EAD 652	Dynamics of Change	3	_____
HED 523	International Comparative Higher Ed	3	_____

Women's Studies Option (12 hours)

WST 501	Graduate Topics in Women's Studies	3	_____
WST 510	Advanced Studies in Feminist Theory	3	_____
WST 520	Research Methodologies in WST	3	_____
WST 580	Feminist Pedagogy and WST Practicum	3	_____
WST 610	Research Seminar in Women's Studies	3	_____

Counseling Option (12 hours)

CEC 552	Effective Group Work	3	_____
CEC 553	Profession of Counseling	3	_____
CEC 556	Established Theories of Counseling	3	_____
CEC 560	Counselor Education Pre-Practicum	3	_____
CEC 658	Counselor Education Practicum	3	_____

Individualized Option (12 hours)

TOTAL HOURS REQUIRED 39

Other focused individualized concentrations may be collaboratively arranged with permission of the faculty advisor and participating faculty. In all concentrations, other courses may be used as approved and available.

Program of Study

Within six weeks of the beginning the first semester, you should contact your advisor concerning the development of a Program of Study (see previous page). The Program of Study form should be filed with the Graduate Records Assistant in the College of Education and Human Development, Becky Libby, for transmittal to the Graduate School by the end of the first semester.

Courses for the M.Ed. in Student Development in Higher Education are defined on the program of study form with the exception of courses in the area of concentration and elective. In planning the program of study, the faculty strongly urge consideration of the student's professional background and goals, prior academic work, and areas calling for professional growth.

Time Until Degree

All coursework for the master's degree or Certificate of Advanced Studies must be completed within six years.

Residence Requirement

At least 50% of the course credits applied toward the master's degree or certificate of advanced study must be taken through the University of Maine. Course credit taken in an approved University of Maine graduate outreach program and/or from the University of Maine via distance education technology may be used to satisfy this requirement.

Courses Taken at Other Institutions

A student wishing to take a course offered by another campus of the University of Maine System or by another college or university must obtain advanced approval of the course from her/his advisor. If the course is offered by another campus of the University of Maine System, the student should complete an "Extramural Credit Form," which arranges for the student's course grade to be automatically forwarded to the registrar at the Orono campus by the registrar of the campus offering the course.

Up to six credits of graduate course work taken from another institution may be transferred in upon admission on recommendation of the advisor. A total of 12 University of Maine graduate credit hours, taken within the prior 6 years, may be transferred in upon admission with permission of the advisor. Combined transfer courses should total no more than 12 credit hours.

Master of Arts (M.A.)/Master of Science (M.S.) Degrees

The M.A./M.S. degrees represent research oriented master's degrees capped by an original research project. Proven M.Ed. students who have demonstrated the research interests and skills to do a master's thesis rather than the Capstone Seminar (HED 610) may apply for transfer to an M.A. or M.S. program after at least 18 hours of graduate coursework to include EDS 510, and EDS 521. The application must include a proposal for the research project approved by the Higher Education faculty and signatures of three faculty committed to serving on the supervisory committee. Students in the thesis program are not required to take HED 610.

Certificate of Advanced Study (C.A.S.):

The College of Education and Human Development provides an option for a Certificate of Advanced Study (C.A.S.) providing a cohesive program of professional development beyond the master's level for educational specialists. The student and advisor have the responsibility for planning a program of study leading to the Certificate of Advanced Study. A minimum of 30 semester hours of work beyond the master's level is required to earn the C.A.S. Candidates must complete a minimum of 12 semester hours in professional education coursework at the 500- and/or 600-level at the University of Maine. All work for the C.A.S. must be completed within a six year period. A master's degree in the C.A.S. subject matter is required for admission to the program.

The program will typically include a concentration of courses in the student's area of interest and at least two research courses.

General Resources

Program Expectations for Students

Respectful Learning Environment

A central tenet of the Higher Education Program is a commitment to respect and inclusion regardless of race, gender and gender identity, sexual orientation, religion, disability, national origin, and socio-economic status. This commitment comes through every aspect of our program and in each of the courses we offer. Therefore we expect that students honor and respect one another inside and outside of the classroom. We expect students and faculty alike to conform to the [APA Guidelines for reducing bias in language](#). We highly encourage you to ask questions if you do not understand a particular concept or how to address a particular population. Respect of others is inclusive of others' ideas and opinions, even if we do not necessarily always agree with them. We ask that you keep an open mind in all situations and remember that an important part of the learning process is the growth that occurs in how we see what we are studying, each other, and ourselves.

Class Attendance

We expect students to be in attendance and prompt to each class meeting and to stay for the duration of the class. As the majority of the classes offered only meet once each week, class attendance is extremely important. If class attendance will be impossible in a given week, please let the instructor know as soon as possible (ideally no later than 24 hours prior to the class) so that the class is not inconvenienced by unnecessary waiting. Any announcements regarding class changes (e.g., snow cancellations) will typically be e-mailed to students. Students are also advised to check with 581-SNOW if there is a question about the University of Maine being open in inclement weather.

Class Participation

We expect students to fully participate in each course. Participation means being present and prompt, but it also means being prepared to discuss the topic or concepts covered at each class. Such preparation includes completion of required readings and assignments, and any online assignments and listening as discussion proceeds. Thinking through any comments you desire to make in the class is important, asking yourself if the comment is on topic or related to the topic at hand, and to the preceding thread of discussion. Finally, an important part of communication is listening as well as speaking. Dominating the discussion does not allow others to voice their opinions and does not give you the opportunity to learn from your peers.

Program Expectations for Faculty

In our efforts to support your education, we commit to the following:

- 1) We commit to responding to you in a timely manner. During the normal semester, this means that we will normally respond to e-mail or phone correspondence within one week, and will provide feedback on your writing within two weeks.
- 2) We will provide meaningful and respectful feedback that is intended to help you develop your scholarly thinking and expression. If you would like to receive feedback in a way other than how we are providing it, please let us know.

- 3) We will remain conversant about our specialty areas within the field, and will be able to guide you to resources (including texts and people) within the larger field. As we cannot know everything, we will welcome your bringing new resources to our attention that are particularly helpful to you so that we may share them with other students.
- 4) We will respect the knowledge and experience that students bring to enrich the classroom setting.
- 5) We will work to remain current with technologies for teaching and learning to accommodate different learning styles and mechanisms of access and appreciate student suggestions and support in this exploration.
- 6) We will attempt to model what we teach: collaboration, ethics, respect for others, rigorous thinking, commitment to a linkage between theory and practice, and responsible communication.
- 7) We will work to achieve our commitment to inclusive classrooms.
- 8) We will listen to the experience of students in constantly reviewing and modifying the delivery of our courses.

Guidelines for Independent Study in Higher Education (HED 697)

Provides graduate students with an opportunity to increase professional competence through independent readings and research. Students plan individual projects to gain competencies in higher education. Once approved by advisor and independent study professor; consult with the Graduate Records Assistant in the College of Education and Human Development (Becky Libby) for a section to be set up.

Prerequisites & Notes : Permission. Credits: 1-6

Introduction

With the approval of faculty advisor, students may register for graduate credit ranging from 3 to 6 hours under the guidance of a faculty sponsor. Students use this vehicle to fill gaps in their program and to pursue topics of personal interest.

Purpose

The purpose of independent study is to:

- 1) Encourage in-depth study of problems germane to the field of study.
- 2) Develop independent research and/or problem solving skills.

Procedures

To assure quality in the efforts of students who pursue independent study, the following procedures should be used:

- 1) The student will discuss with the potential faculty sponsor the proposed area of study.
- 2) The student will then prepare a two to three page plan of study that addresses the following:
 - a. Purpose
 - b. Method
 - c. Timeline
 - d. Expected outcomes
 - e. Procedures to be used by faculty in evaluating the study
- 3) After reviewing the plan with the student, the faculty member may approve and agree to supervise the area of study. If the faculty member is not interested in supervising the proposed plan of study, the student should be notified immediately. All independent studies must be supervised by faculty members duly appointed in the College of Education.
- 4) After approval of the plan of study by the faculty sponsor, the student should register for HED697, Independent Study in Higher Education.

Additional Recommendations

- 5) **Two copies of the plan of study should be filed with the graduate secretary in the Dean's Office, so that a record can be maintained, particularly when the awarding of credits is involved. One copy will be forwarded to student's advisor.**
- 6) Faculty should limit to a maximum of five the number of independent studies they agree to supervise in any one semester.

Internship Guidelines and Requirements

Mission and Objectives

The mission of professional preparation programs is to prepare persons for positions in student services and development programs in post-secondary education through graduate and in-service education and through research and consultation efforts. An internship is an on-the-job experience centered in a post-secondary education office or agency under the supervision of a higher education administrator and an experienced member of the graduate faculty. The internship experience should be a result of a cooperative relationship between the faculty of the program and staff members in various student affairs work settings.

Purpose of the Internship

- An internship in higher education involves an in-depth experience in a student affairs office of at least fifteen hours per week per semester. In certain situations, graduate assistantships or work situations may be used to meet this requirement when there is a specific, supervised project designed to function as a professional learning experience in addition to the usual assistantship or job responsibilities.
- Internships should provide students with experience in and understanding of various student affairs offices.
- The placement of the graduate student should be selected, when possible, to reflect the student's career goals.
- The field supervisor will be clearly identified and will be available for at least one hour per week for critiquing the student's performance and processing the student's experience.
- Faculty supervision or review will be seen as a complement to the field supervision.
- The internship should provide opportunities for self-evaluation by the intern and motivation for additional training.

Intern Requirements

- Complete at least one semester of graduate study in order to be eligible for an internship experience.
- Arrange an appropriate placement and work with the field supervisor to define the responsibilities or "job description" to be addressed in the internship. Submit the internship agreement with signatures of both intern and supervisor to the faculty supervisor prior to the internship semester.
- Establish a schedule that will complete the necessary clock hours on the job, to be arranged by mutual agreement between the intern and on-site supervisor (fifteen hours per week per semester).
- Participate as arranged in on-campus HED 690 seminars held approximately every two weeks for a group discussion with other internship members.

- Keep a daily log of internship activities and time spent. This should be submitted as the end of the course to the instructor.
- Submit a written "thought piece" or "reflection" prior to each on-campus seminar via FirstClass.
- Provide a final report/portfolio on the internship experience. A suggested outline is provided in the seminar syllabus.
- Follow the intern guidelines as indicated below.

Intern Guidelines

- Upon agreeing to the internship, the intern and supervisor will discuss and agree to the elements of the "job description" and expectations of the internship. **Those expectations will be summarized in writing by the supervisor and intern and filed with the faculty supervisor prior to beginning the internship.**
- Fill promptly all assignments by the supervising professional at the internship site and by the faculty supervisor.
- Notify the administrator and supervisor at assigned placement of any intended absences from duty,
- Discuss and conform to professional codes of appearance and behavior and established guidelines for each work setting.
- Follow the procedures at the placement site and the placement supervisor in regard to the protection of confidential materials.
- Assume responsibility for the safekeeping of office materials and related equipment.
- Make a tentative plan for each week's activities and have it approved by the supervising professional at the assigned placement.

Administrative Supervisor Guidelines

The supervising administrator commits to serving as a mentor to an aspiring professional for whom the placement is a key educational experience. Agreement to serve as an intern supervisor is a commitment to a key educational role in the student's graduate program. The role demands weekly attention in meetings with the intern, attention to the assignment and supervision of professional level responsibilities, and attention to regular feedback and communication. The experience typically provides valuable staff support for the office of placement and a rewarding professional experience for both the intern and the supervising professional.

- Prior to beginning the internship identify, with the intern, the expected responsibilities or job description. The job description should then be submitted to the faculty supervisor. While the placement should provide an exposure to the breadth of responsibilities associated with the office and

the professional role, the most successful internships usually include a clearly designated project or area of professional level responsibility for which the intern has primary responsibility.

- Introduce the intern to all office staff with whom the intern will have regular contact while on the job.
- Assure work space and arrangements for communications resources (e.g. phone and computer)
- Provide opportunities for the intern to observe staff meetings and other meetings that may be relevant to the intern's placement.
- Provide the intern with information concerning the policies and procedures of the assigned placement including expectations for confidentiality of information and communications as appropriate
- Assist the intern in developing a schedule of office duties that reflects the diversity of the placement site. Regularly revisit and modify the schedule with the intern over the course of the semester.
- Ensure that the intern has a tentative plan of action for each week on the job.
- Assist the intern in periodic self-evaluation by using materials provided by the University or other materials available to you in your office setting.
- Advise the faculty supervisor of any questions or problems that arise in connection with the program. One key faculty role is to help facilitate communication if the internship is not going as expected.
- At the conclusion of the internship and prior to the end of the campus' exam week, file a final evaluation with the faculty supervisor, which will be of assistance in determining the final grade and provide additional information for any requested reference letters.

Some Suggested Activities for Interns (Subject to Supervisor Approval)

Contingent upon the nature of the placement, student interns should have an opportunity to participate in the following activities:

1. Attend staff meetings.
2. Conduct interviews of office staff.
3. Observe and participate in student staff interviews.
4. Construct questionnaires.
5. Construct publications.
6. Administer, score and interpret standardized tests where appropriate.
7. Interview students.
8. Provide written summaries of interviews.

9. Help plan and deliver office services.
10. Read and summarize reports.
11. Plan and carry out independent projects.
12. Attend and conduct interviews.
13. Plan follow-up studies or methods of program evaluation.
14. Work cooperatively with staff members in conducting research.
15. Plan with staff in organizing elements of office operations.
16. Initiate referrals (with supervisor's approval).
17. Gain experience in the following areas, where appropriate: a. Organizational behavior; b. leadership; c. formal organizational theory; d. conflict resolution; e. needs analysis; f. The impact of college environments on students; g. attrition and retention; h. studies; i. counseling theory; j. theories of career development; k. career exploration techniques; l. history, philosophy and legal aspects; m. professional standards of higher education; n. professional ethics; o. problems and issues in higher education; p. problems and issues in student affairs functions; q. research design; r. beginning statistics; s. computer literacy; t. proposal writing; u. evaluation models and methodologies.

While this list is not all-inclusive, it should serve as a basis for developing opportunities for the intern's participation in the internship experience. The major goal of the internship is to permit the intern a first-hand, well-rounded experience in the area of higher education under the tutelage of a practiced professional.

Sample Forms

The following section includes samples of forms students might have occasion to use in the course of their graduate careers. The most up-to-date versions of these forms may be downloaded from the [Graduate School's webpage](#).

- 1) Request for On-Leave Status** – If you are a full-time graduate student you must maintain continuous enrollment throughout your program. Continuous enrollment means every graduate student admitted for full-time study is required to register each fall and spring semester for at least 6 credit hours except as noted in the General Policies and Regulations of the Graduate School. Full-time students must register each semester from the time of the first enrollment in the Graduate School until the completion of all requirements for the graduate degree, including filing the thesis or dissertation and passing the final oral examination.

If you are unable to maintain continuous enrollment, you may remain in good standing and return without reapplication by filling out, with your advisor, the Request for On-Leave Status form.

Note: A graduate student who has been admitted on a part-time basis is required to enroll and register at least once every 12 months from the time of first registration in the Graduate School until the completion of all requirements for the graduate degree. All students must also be registered in the semester in which they graduate.

- 2) Domestic Study Away Form** – If you wish to take a course at another institution to apply to your program, you must review the course, in advance, with your advisor, provide a course description and syllabus, if available, and complete the Domestic Study Away form. Return the completed form to Becky Libby after it is signed by your advisor. Submission of the transcript after completing the course is the final step in assuring the course credit is applied.

**University of Maine
Graduate School
5782 Winslow Hall, Room 2
Orono, ME 04469-5782
(207) 581-3217**

REQUEST FOR ON-LEAVE STATUS

Name ID# (Last
Name) (First Name) (MI)

Mailing Address

Location while On-Leave Department

Last Registered for Classes or Research at UM Semester 20

Admission Status: Full-time _____ Part-time _____

ACADEMIC YEAR STUDENTS

I wish to apply for On-Leave Status for Fall 20 _____ Spring 20 _____ Summer 20
(On-Leave semesters must be consecutive)

SUMMER SESSION-CONTINUING EDUCATION STUDENTS

I wish to apply for On-Leave status for Calendar Year 20 _____ - _____

(Calendar year in this case is defined as a twelve month period beginning with the registration for the fall semester of each University of Maine school year.)

REASON FOR ON-LEAVE (Give brief details):

I will be out of contact with the University Graduate Faculty and Facilities for the period indicated. In order to maintain my place in the Graduate School, I petition for approval of the above request. I have read carefully the regulations covering continuous enrollment given in the most recent issue of the Graduate School Catalog.

(Student Signature) (Date)

APPROVED _____
(Advisory Committee Chair or Graduate Coordinator) (Date)

(Graduate School) (Date)

INSTRUCTIONS

- (1) Read carefully the section on continuous enrollment in the [Graduate School Catalog](#).
- (2) Complete the information on the above petition.

- (3) Discuss your plans with your advisor or the chair of your advisory committee. Obtain your advisor's signature in the appropriate place above.
- (4) Bring or mail the completed form to the Graduate School, 2 Winslow Hall, Orono, ME 04469-5782.
- (5) ENCLOSE REQUIRED FEE OF \$5.00

FEE PAID _____ CHECK _____ CASH

**** SAMPLE COPY ****

DOMESTIC STUDY AWAY REGISTRATION

INSTRUCTIONS TO STUDENT: (Please complete a separate form for each semester you will be away)

1. Complete the *Student Information* section and obtain signature of the National Student Exchange Coordinator (if necessary).
2. Meet with your academic advisor to determine appropriate courses to be taken at the host campus. Don't forget to provide him/her with course descriptions. Make sure your advisor signs the form.
3. Submit form to the Academic Dean of your College or Graduate School for review.
4. If you receive financial assistance (including scholarships and tuition waivers), meet with a Financial Aid Advisor and have him/her sign the form.
5. **Submit completed form with all signatures to the Office of Student Records in Wingate Hall.**
6. **Before leaving host campus, request an official transcript to be sent to the University of Maine.**

STUDENT INFORMATION (Please print clearly in blue or black ink)

Name: _____

Student ID#: _____

Class Level: FY SO JR SR GRAD

Major: _____ Minor: _____

Anticipated graduation date: _____

Local Address: _____

Local Phone: _____

Address to which UMaine information can be sent while you are away:

Student Signature

Date

Office of Student Records only:
The student named below has officially registered as an AWAY student for:

Fall Semester _____
Signed _____ Date _____

Spring Semester _____
Signed _____ Date _____

Summer Semester _____
Signed _____ Date _____

AWAY Paid AWAY Reg.

Semester returning: _____
Date _____

Copies retained by: Student
NSE Advisor (if applicable)
Dean's Office or Grad School
Financial Aid
Student Records

Away Registration requested for (check one)

- Within UMaine System
 National Student Exchange Program (NSE)
 Other U.S. College or University

Which institution will you be attending? _____

_____ Campus: _____

Period you will be away (check one): Acad. Yr. 20__ - 20__

Fall 20__ Spring 20__ Summer 20__

Date program begins: _____ Date program ends: _____

Are you currently registered at UMaine for the semester(s) you plan to be away? Yes* No

* If yes, do you want the Office of Student Records to cancel your registration?

- YES
 NO - I plan to take courses both at UMaine and at the away institution.
 UNSURE - I will notify Student Records once my plans have been confirmed.

Approval of NSE Program Coordinator (if applicable) _____

NSE Plan A

NSE Plan B

(Continued on Reverse)

PRIOR APPROVAL OF COURSES – PLEASE ATTACH COURSE DESCRIPTIONS

- You must be in good academic standing to be granted permission to take an Away Leave.
- Make sure that courses listed do not duplicate any courses already taken for degree credit at UMaine. **NO COURSE REPEATS.**
- Only courses passed with a grade equivalent to a C- or higher will transfer for degree credit; however, all passing grades will be accepted for course work taken through the University of Maine System and the National Student Exchange Program. A solid “C” is required for ENG 101. Quality points and grades earned do not transfer.
- **Obtain permission from your Major department to take courses in the Major.**

NOTE: Advisors/Chairs with questions about credit equivalencies may contact the Office of Student Records for assistance in making these determinations.

***** ATTACH COURSE DESCRIPTIONS *****

To be completed by student:

To be completed by Major Department or College

Courses to be Taken Away

Dept & Course #	Course Title	Sem. Hrs.	Qtr. Hrs.	Course Equivalency At UMaine	UMaine Credit

By signing below, the student’s Academic Advisor (or Department Chair) and the Dean certify that the courses listed above are eligible for transfer to the University of Maine. It is the student’s responsibility to ascertain that these courses meet UMaine degree requirements.

1.) Advisor/Chairperson Signature: _____ Date: _____

2.) Academic Dean/Graduate School Signature: _____ Date: _____

Comments:

FINANCIAL AID NOTIFICATION

Will you apply for and/or receive financial assistance including scholarships and tuition waivers) for your study away expenses?

- YES - You must meet with a Financial Aid Advisor in Wingate Hall**
- NO**

Office at Away Campus to which funds should be sent:

Address:

Where will you live while you are away?

- On campus
- Off campus
- At home or with family

Unless a standing Consortium Agreement already exists, a Contractual Agreement will be initiated and forwarded to the host institution. UMaine must receive this agreement, and official enrollment verification **before** financial aid will be released. NOTE: The Office of Student Financial Aid will verify enrollment for students enrolled in the University of Maine System. Financial Aid

Advisor Signature: _____ Date: _____

Comments:

February 2005

Good Scholarly Writing

Academic writing considered of high quality advances existing knowledge and exhibits the following content and form characteristics:

Content

- Synthesizes what is already known (i.e., extant literature).
- Evaluates the current base of knowledge as to a) its relevancy to question under study; b) methods used to draw conclusions; c) gaps or unexplored areas; and, d) its significance in advancing theory/practice
- Achieves an appropriate balance of a) description, b) synthesis, and c) analysis or evaluation. Ordinarily, descriptive narratives of literature or another researcher's work should be kept brief and to the point unless there is justifiable reason to go into detail.
- Arguments and conclusions are supported with appropriately cited evidence from the literature. Cited evidence is important in linking the ideas of the writer to the existing base of knowledge. Such a linkage is critical in defining quality research and writing in a field.
- After reading the work, the reader should be clear on its contribution, and why the topic is an important one to study.
- Arguments made are compelling.
- How does this piece of work, or the topic of the work, influence larger contexts? For example, if the topic is an analysis of a particular phenomenon, how might this analysis make a contribution to our understanding of the phenomenon in similar contexts?

Form

- The writer's point of view, and the fact that she has one, should be evident to the reader. If the writer is absent a point of view then it should be made clear in the narrative why such is the case, the dilemma, conflicting evidence, etc.
- Lays out up front the purpose of the piece and how the writer intends to go about conveying it. The question is *What is the expository framework to be used by the writer?* Without such a framework, the piece risks rambling from one subtopic to another with no meaningful connection between them. This confuses readers and makes any argument less compelling.
- Uses headings to guide the reader. Headings can be used also as an expression of the writer's expository framework as set forth in the introduction.
- Adheres to [APA style](#).
- Is edited before submittal to catch grammar, spelling, and punctuation errors.

Writing Resources

- University of Wisconsin Writing Center: <http://www.wisc.edu/writing/Handbook/index.html>
- Purdue Online Writing Lab (OWL): <http://owl.english.purdue.edu/>
- Critical Reading and Writing: <http://www.criticalreading.com/>
- UMaine Writing Center: <http://www.umaine.edu/wcenter/>

Frequently Asked Questions

What about graduate assistantships?

Many higher education students serve as graduate assistants in various student affairs and administrative offices on the campus. Students may seek further information and apply directly to the office in which the assistantship resides. The Higher Education faculty can provide a list of programs in which our students have previously served with contact information for the various offices.

What is SDA?

The Student Development Association is the student organization for graduate students in Student Development at UMaine. The SDA provides monthly meetings, social events, philanthropy, and professional development opportunities for the graduate students in the Higher Education program and to link students with professionals in the field. Please check the FirstClass folder for more information on upcoming meetings and events.

What is FirstClass?

FirstClass is UMaine's intranet system providing easy communication among individuals, classes, and groups across campus. New students receive access to FirstClass accounts upon admission. We encourage you to activate the account to facilitate communication, including access to Conferences like "Higher Ed Programs," "SDA," and "GSG."

Are there opportunities for students to get involved in local and national associations?

We highly encourage students to get involved in campus, local, and national professional associations. Involvement at the graduate level is a very important part of the preparation for the professional role as well as a great opportunity to network and meet new friends and colleagues. The SDA (see above) and the [Graduate Student Government](#) (GSG) on campus are great outlets for involvement. Regionally, [MASAP](#) (Maine Association of Student Affairs Practitioners) is very active and both [NASPA](#) (National Association of Student Personnel Administrators) and [ACPA](#) (College Student Educators International) and their local affiliates are also popular choices for involvement. [ASHE](#) (Association for the Study of Higher Education), [AERA](#) (American Educational Research Association), and other national organizations are also popular opportunities for involvement. Check with other professionals in your area to see about other organizations in which you should become involved.

What other sources of financial aid are available?

You should check out the [Office of Student Financial Aid](#)'s website for more information on financial aid including scholarships, work study, grants, loans, and other local sources of funding. Also make sure to check out the Higher Education folder on FirstClass as we will often post information we receive on funding opportunities for students. Students can also view the [Graduate School's webpage](#) on financial aid and the COEHD page for the [Graduate Affairs Committee](#), which lists some additional funding sources for COEHD students.

Where can I find other information about the program and what is going on?

Please make it a habit to regularly visit the FirstClass folder for the HED programs. In these folders you will find up-to-date information about the program, assistantship opportunities, professional development events, and more.